

Optimizing Google Apps in Improving the Skills and Productivity of the Young Generation of Bojong Village Pondok Kelapa

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Abstract

Effective and efficient administrative and office management remains a primary challenge for organizations in the digital era. This community service activity aims to enhance the understanding and skills of Bojong youth in utilizing Google applications (Google Drive, Google Docs, Google Sheets, and Google Forms) as solutions for administrative management. The methods applied include theoretical training, hands-on practice, and evaluation of application implementation in daily workflows. The results indicate that using Google applications accelerates data processing by up to 30%, reduces paper usage by 40%, and improves collaboration and communication effectiveness among participants. Additionally, this training fosters a transition toward a digital work culture that is adaptive and responsive to technological challenges. Thus, using Google applications has proven to be a practical and relevant solution for supporting better organizational administrative governance.

Keywords: google application, responsive, efficient, office

1. INTRODUCTION

Academic environments, such as universities, are not only centers of education and research, but they also have a social responsibility to have a positive impact on the surrounding community. By enhancing their knowledge, skills, and quality of life, universities can contribute to community empowerment through community service activities. In order to generate tangible and enduring advantages, universities must implement community service initiatives that are pertinent to local requirements [1]. This aligns with the Ministry of Education, Culture, Research, and Technology's mandate, which underscores the significance of higher education's role in the integration of education, research, and community service, otherwise known as the Tri Dharma of Higher Education.

Bojong Village, situated in the Pondok Kelapa region of East Jakarta, is one of the regions that possess economic potential due to local entrepreneurship, which includes the operation of home-based stalls and the production of wooden furniture. Nevertheless, the majority of the young people in this village possess very limited information technology (IT) skills that could potentially enhance their productivity. In order to foster an expansion of the local community's economic capabilities, it is imperative to surmount this constraint. The digital literacy level in urban areas, such as Hungary, remains significantly deficient, particularly among the younger generation [2]. This demonstrates the significance of pertinent digital literacy training in preparing the youth of Bojong Village to navigate the digitalization era.

In order to address the requirements of the Bojong Village community, digital literacy introduction training is implemented through Google applications, including Google Drive, Google Docs, Google Sheets, and Google Forms. These applications were selected due to their simplicity of use, adaptability, and potential to enhance productivity. A catalyst for change in the development of an adaptive digital work culture can be technology-based training that is customized to meet the specific requirements of the local area [3]. By incorporating this training, it is anticipated that the youth of Bojong Village will be able to productively employ technology to support their economic activities and promote the development of a more competitive society in the technological era.

2. METODE

This training is conducted offline by involving lecturers as the primary resource persons and students as practice assistants. This approach seeks to provide a comprehensive learning experience, where participants not only receive theory but also directly apply the knowledge through practice sessions. Theory and practice methods are provided simultaneously to ensure that participants can internalize the material more effectively through a learning-by-doing approach [4], [5]. Consequently, it is anticipated that participants will be more self-assured in their ability to implement the skills they have acquired, even when they are required to learn independently outside of formal training.

The phases of the Community Service activity are delineated in Figure 1, which commences with the administration of a pre-test to assess the participants' initial understanding of the training material. The purpose of this pre-test is to offer a comprehensive assessment of the participants' fundamental comprehension of the operation of Google applications, including Google Drive, Google Docs, Google Sheets, and Google Forms. Following the pre-test, participants participate in a training session that includes a presentation of the material, a demonstration of the application's utilization, and direct practice with the assistance of mentors and resource persons. The practice session provides participants with the opportunity to independently investigate the application's functions and features, with guidance provided in the event that they confront technical obstacles or concepts that are not yet comprehended.



Figure 1. Stages of activity implementation

The post-test concluded the activity, which was designed to assess the comprehension of the material presented during the training. The training's effectiveness in enhancing the knowledge and skills of participants was assessed by comparing the results of the pre-test and post-test. In addition, a discussion and Q&A session was conducted at the conclusion of the activity to allow participants to share their learning experiences and address any concerns that had not been addressed during the training. The training is anticipated to yield the greatest benefits and have an enduring positive influence on the participants when implemented in this manner.

3. RESULT AND DISCUSSION

Community service is a strategic endeavor that aims to disseminate science, technology, and art to the community in order to make a tangible impact [6]. This activity is intended to generate substantial added value for the community in a variety of domains, including economics, policy, and social change, in addition to serving as a means of knowledge transmission. In the context of this training, the introduction and utilization of Google-based applications are a practical solution to facilitate more efficient administration and office activities. Training participants are provided with knowledge and skills that are pertinent to their daily activities,

particularly in the context of digital-based work. These skills and knowledge are related to Google Drive, Google Docs, Google Sheets, and Google Forms.

Throughout the training session, the participants' enthusiasm was evident. The high level of active participation of participants in the theory and practice sessions is indicative of this. The participants exhibited a significant level of interest in the features of Google applications during the practice session, including the ability to share documents via Google Drive and construct survey forms using Google Forms. Additionally, participants posed numerous inquiries to further their comprehension of the applications that were introduced. As illustrated in Figure 2, the assistance of resource persons and practice assistants contributed to the establishment of a learning environment that was both interactive and conducive, thereby fostering a greater sense of confidence among participants in their exploration of these applications.



Figure 2. Photos of participants and resource persons

Subsequent to the activity, a post-test was administered to assess the comprehension of the material given to the participants. Figure 3 illustrates the level of mastery of the material by participants, as evidenced by the examples of queries and answers included in this post-test. The post-test results were employed as an indicator of the training's success and as an assessment of the efficacy of the learning methods executed during the activity.

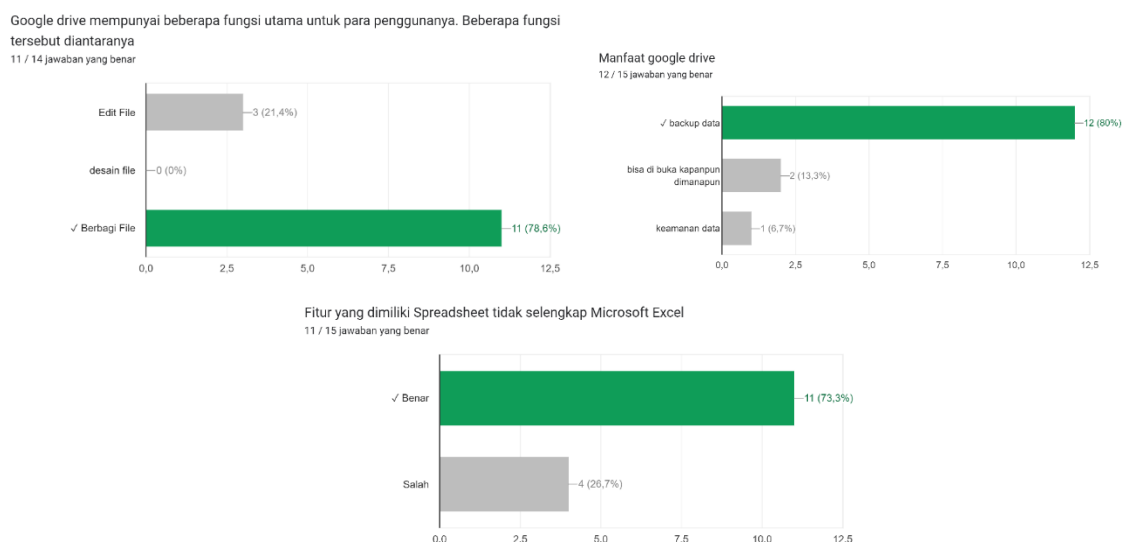


Figure 3. Post test questions

The activity's effectiveness in enhancing participants' comprehension was demonstrated by the evaluation of training results through post-tests. The data collected indicated that a significant number of participants, ranging from 75% to 88%, were able to accurately respond to

queries, indicating an improvement in their knowledge and abilities. This figure demonstrates that the majority of participants are capable of effectively applying the information that was presented during the training. In addition, the questionnaire results at the conclusion of the training session indicated that participants had a favorable opinion of the training, indicating that they found it to be highly relevant and beneficial. The training is anticipated to serve as the initial phase in the establishment of a work culture that is more receptive to technological advancements in the community, following its accomplishment.



Figure 4 documentation of activities

4. CONCLUSIONS

This training is conducted offline, with lecturers serving as the primary resource persons and students serving as practice assistants. The method employed combines a simultaneous theoretical and practical approach, enabling participants to directly implement the material acquired through a learning-by-doing approach. The training phases commence with a pre-test to assess the participants' initial understanding of Google applications, including Google Drive, Google Docs, Google Sheets, and Google Forms. After that, the training session comprises a presentation of the material, a demonstration of the application's usage, and direct exercise with the assistance of resource persons and assistants. The application's functions are explored by participants during practice, with guidance provided in the event that they encounter any obstacles. A post-test is administered at the conclusion of the activity to assess the degree to which participants have improved their comprehension. The findings indicate that the comprehension of the participants has improved, as 75%-88% of them correctly completed the post-test. This training has been successful in fostering a greater sense of confidence in the use of digital applications, enhancing productivity in the workplace and society, and supporting administrative activities.

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